

1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: 950
Contact Name: Dr. Mike Marcela
Contact Phone No.: 828-264-7190
District/Charter Name: Watauga County Schools
Contact Title: Exceptional Children Program Director
Contact E-Mail: marcelam@wataugaschools.org

Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

Information was shared in our regular EC Department newsletter as well. This newsletter goes out to all EC Department staff and all Central Office and School-based administrators.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

Students who participate in the alternate assessment in our district are students with significant cognitive disabilities receiving services in separate/self-contained classroom settings. Students in these settings are not identified in SI or SLD categories, but are more typically identified in MU, IDMO, IDSE, AU and similar categories in which the presence of a significant cognitive disability is an integral part of the eligibility criteria. Watauga County Schools does not have any students who are receiving services under the “regular” or “resource” levels of the special education continuum of services taking the alternate assessment.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

We do not have a targeted program specifically focused on students with significant cognitive disabilities (i.e., public separate school). We do have seven self-contained programs at the K-8 level (three of which are for students on the NC Extended Content Standards) and two self-contained programs for students with significant cognitive disabilities at our high school.

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes

☐ No

Explain below:

Our ADM for our district is approximately 4861 students. Of these 4861, 951 (or 19.56%) of these students are served by the EC Department. Of these 951 students, 52 (or 5.5%) are students served in self-contained settings in grades 3-12. Of these 52 students, at least 31 (or 3.2% of the total EC population) may be considered for participation in the alternate assessment based on current participation guidelines. We

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have made a concerted effort to reduce the number of students taking the alternate assessment and that is reflected in changes in our data from the 2017-18 to 2018-19 school year. But being we have a small number of students who may be considered for the alternate assessment, we can easily exceed the 1% cap in a particular grade level if as little as one student is added to the assessment in that grade level.

Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

The Exceptional Children Program Director and Accountability Director review student participation information on a regular basis throughout the school year. The EC Director and EC Program Specialist also review student IEP team decisions and monitor alternate assessment participation through compliance reviews and attendance at IEP meetings.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

We review issues such as race, gender and socio-economic status when the EC Director and/or Accountability Director review students listed for participation in the alternate assessments. As a district we do not have issues of significant disproportionality in alternate assessments or other areas as well.

Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

Any updated or additional information or training materials would be beneficial to our district to assist in training and review and appropriate placement of students in the alternate assessment.

Signatures

Superintendent/Charter School Director

Exceptional Children Director/Coordinator

LEA/Charter School Test Coordinator





Date

5/2/19

Date

5-2-19

Date

2/4/2019